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### The Opinion Volume 33 Number 9 – January 19, 1993

The Opinion

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# THE OPINION



Volume 33, No. 9

STATE UNIVERSITY OF NEW YORK AT BUFFALO SCHOOL OF LAW

January 19, 1993

## DE "GRADE" ATION

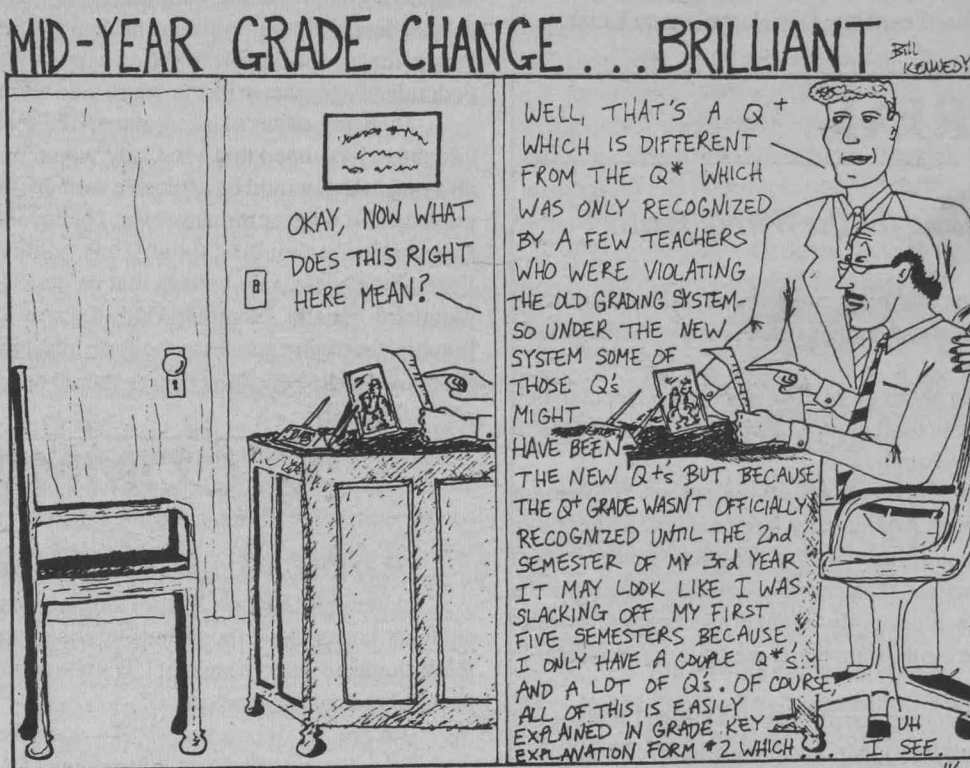
By Saultan Baptiste

After over twenty years of discussion, numerous proposals, and a decision on a new grading system at the final faculty meeting of 1992, the grading issue will once again be revisited this Friday, January 22, 1993 when SBA President Trezevant addresses the faculty. At issue is the immediate implementation of the recently approved grading system which adds pluses and minuses to the "Q" grade to all current students.

The controversy began over twenty years ago when the faculty voted to change the grading system from one which employed numerical rankings to the H-Q format. Since that vote, this issue has remained a sore spot for many students and professors as it touches upon some fundamental questions about the nature of a legal education and the role of the law school in relation to the practice of law.

At the last faculty meeting of the fall semester, the faculty considered a couple of proposed changes in the grading system. All of those proposals contained language dealing with the transition from one system to the next. However, the approval of a change in the grading system was not accompanied by approval of a transition period, making the new system effective beginning with the spring 1993 term.

A memo from Dean Boyer explaining the new policy and the lack of a "grandfather"



clause was circulated to students during the fall examination period and produced significant student reaction. The Student Bar Association initiated a petition drive opposing the immediate application of the new system garnering a total of 474 petitions and a significant number of written comments. President Trezevant then asked that this issue be placed on the agenda of the first faculty meeting of the semester later this week so that, "we can correct the apparent oversight of the original proposal."

President Trezevant stated in an interview that he, "would be dealing with the specific issue of application of the new grading system to current students." Trezevant explained, "a large number of students believed that any grade change would be phased in, applying prospectively beginning with the entering class of 1996. The students never imagined that a change, of any kind, would become immediately effective."

Continuing Trezevant stated, "[that] perhaps the faculty thinks they are making up for lost time after twenty some odd years of discussion and debate without a decision by moving this quickly." He concluded by saying, "I remain hopeful that we can express our concerns to the faculty and together through dialogue reach a constructive solution to this problem."

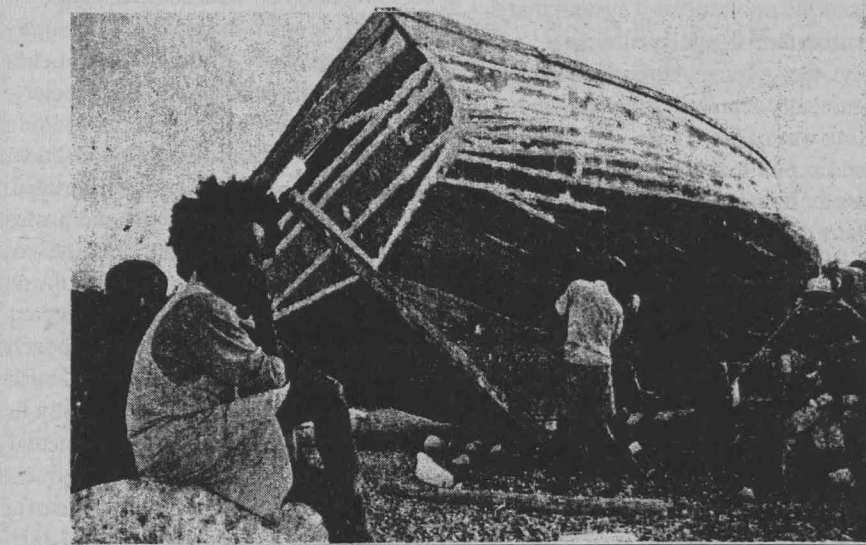
## 13 Flee to Florida -- Aid Haitian Refugees

-Laura Vasquez, President of ILS

In an effort coordinated by the International Law Society with help from Karen Spencer of the Asylum and Refugee Law Clinic, the local and national chapters of the National Lawyers Guild and the Catholic Legal Immigration Network, Inc. (C.L.I.N.I.C.), 13 SUNY Buffalo Law students were given the opportunity to join a force of 120 law students from around the country in West Palm Beach, Florida to help prepare applications for political asylum for Haitian Refugees who have been paroled into the U.S. for a year to pursue asylum claims.

Participating law students from all parts of the U.S. were housed in a youth center provided by C.L.I.N.I.C. in West Palm Beach where they met with the refugees. C.L.I.N.I.C. also provided attorneys to supervise the students' work, Creole interpreters and computers. Each student completed approximately three applications for asylum over the course of one week. Over the course of the two weeks that the project took place in West Palm Beach, approximately 300 applications for asylum were completed by law students from different schools around the country, under the supervision of C.L.I.N.I.C. attorneys. The cases are currently being filed by C.L.I.N.I.C. with the I.N.S., and C.L.I.N.I.C. attorneys will then represent the asylum applicants at their interviews with the I.N.S. which will determine their eligibility for obtaining political asylum in the U.S..

Students were given the task of filling out the necessary I.N.S. paperwork and interviewing and taking statements from the Haitian refugees as to why they are seeking political asylum in the United States. As most of the refugees do not speak English, most of the interviews were done with the help of Creole interpreters who the asylum seekers either brought with them or who were provided by C.L.I.N.I.C.. All of the students who partici-



pated in the project showed great amounts of patience in dealing with the problems and frustrations involved in interviewing through interpreters. The students' job was to take the asylum applicant's story of why they fled Haiti and try to show that the applicant has a "well founded fear of persecution" in Haiti on account of race, religion, nationality, membership in a social group or political opinion (8 U.S.C.S. § 101). Persecution can consist of killing, torture, beating, arrest, detention or any other serious threat to life or freedom and the fear must be shown to be well founded and have some basis in fact.

The Haitian Refugees are fleeing the brutal violence that has existed in their country since the overthrow of democratically elected Father Jean Bertrand Aristide in September, 1991. Despite having become familiar with the history of Haiti and the current conditions of violence that exist there while preparing for the week in West Palm Beach, many students who participated in the project were surprised to find out the extent of the violence and brutality recounted in many of their client's stories. At times it was hard not to become

emotionally charged by some of the stories being told by the refugees. According to a recent Amnesty International Report, Haiti remains a nation where "lawlessness pervades" and civilian authorities are "totally unwilling or powerless" to stop the human rights abuses spearheaded by the military. Since last summer "scores of illegal and arbitrary arrests...in most cases accompanied by torture or other severe ill-treatments, have been reported...popular protests have been followed by increased repression, including extrajudicial executions, arrests, harassment and intimidation". (Amnesty International, *Haiti: Human Rights Held Ransom*, Washington, D.C. August 1992, pp. 1-41) Most students who participated in the project in West Palm Beach found confirmation of the Amnesty reports in their clients' stories. While there are no doubt some asylum applicants from Haiti who have come for economic reasons, after hearing some of the stories being told during the week that we spent in Florida, I am convinced that most who have taken the risk of leaving their homeland in dangerous rickety boats have legitimate reasons to fear for their lives and safety if they are forced to return to

Haiti. During the week working with the refugees, I also found that those with the most compelling stories stated that they would return to Haiti if the current atmosphere of violence were brought to an end and Father Aristide were to return to power.

Since the 1991 coup, approximately 36,000 Haitian boat people have been interdicted by the U.S. Coast Guard and detained at the U.S. Naval base in Guantanamo Bay in Cuba. Of this number, the I.N.S. has determined that approximately 11,000 Guantanamo Haitians have a credible fear of persecution in Haiti. Over 10,700 have been allowed into the U.S. to apply for political asylum. Most of these people remain without effective legal representation and must rely on legal aid groups such as C.L.I.N.I.C. which provide pro bono legal services to the refugee population. For those refugees with a credible fear of persecution in Haiti, their very lives could depend on effective legal representation before the I.N.S.. For many, if they are sent back, will be killed. All of the students who took part in the West Palm Beach project took their responsibilities very seriously and according to the supervising attorneys, everyone did a great job in preparing the applications for asylum. Unfortunately, due to the sheer volume of cases and the lethargy that exists in the process of applying for asylum, it is unlikely that the students will be able to keep track of their clients cases. If they are lucky the clients will be represented. See *Haitian* pg 4

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## EDITORIAL

### *Multiculturalism-- "A Demand for the Whole Truth"*

Recently, a great many detractors of what has been entitled multiculturalism have emerged and have characterized this phenomenon in such terms as unnecessary and dangerous to the fabric of American existence.

What I find both interesting and disturbing about these detractors is the fact that they emanate from both sides of the ideological divide in this country. Two of the more prevalent examples are Author Schlesinger, Jr. and Rush Limbaugh.

In a recent address before an audience on the University at Buffalo campus, Schlesinger referred to multiculturalism as "ethnic chauvinism." Additionally, he characterized the public school system as the "great assimilator", expressing the belief that the public school system provides those historical accounts which all Americans can embrace equally. His premise is that any deviation from the history curriculum that is currently taught in public schools would create a rift between cultures that would damage the delicate fabric we have come to refer to as "America the Beautiful."

On the other end of the spectrum is the lesser enlightened analysis of Rush Limbaugh (a controversial, conservative, radio call-in program host). Mr. Limbaugh believes that public schools should not include multicultural curriculum, because if African Americans learn how brutally they have been treated historically they will engage in direct attacks on white Americans.

He further believes, as is illustrated in recently published book, that the continent of Africa has contributed little to nothing of material value that has been instrumental in the proliferation of America.

Perhaps Mr. Limbaugh hasn't heard of slaves...

It is precisely due to my victimization at the hands of the public school system that I strongly advocate the implementation of a multicultural curriculum in public education.

I believe that I was victimized because I, as are many other African Americans, Native Americans, Latin Americans and Asian Americans, are continually deprived of the knowledge that our forefathers have made significant contributions to our way of life. These contributions extend far beyond the very limited accounts we are rationed as public school attendees.

I take particular exception to such deprivations because the history we are taught is fraught with inaccuracies, slanted accounts and out-right lies. Many civic experts claim that history requires some embellishment in order to develop a history all Americans can embrace. Guess What? Its not working! I and most Americans know for example, Christopher Columbus did not discover America, I know that when the Thomas Jefferson attempted to amend the constitution to eliminate slavery the "founding fathers" declined inclusion of this provision. I know, now, that during the late 19th and beginning of the 20th century reported lynchings of free African Americans averaged well over 100 annually. I know now that an African American invented the traffic signal. These historical facts as well as others were some how omitted from my public school experience.

What bother's me is that my parents or the parents of other ethnic children had an opportunity to play a part in determining the importance of such historical accounts. What bother's me even more is that certain patronizing individuals would continue to deprive children who attend public schools of a more comprehensive education; one that is more inclusive and would serve to bring more understanding to future generations so that they could evaluate the mistakes their parents made and improve upon this country's racial & cultural climate.

In conclusion, this country would benefit more from a truthful multicultural curriculum than it would from the current curriculum that serves to maintain the climate of ignorance which currently paralyzes our nation.

*We oppose the application of the new grading system to currently enrolled students. We therefore support the efforts of the Student Bar Association on behalf of the students*

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The ideas expressed in the "Letters to the Editor" and on the commentary page are not necessarily endorsed by the Editorial Board of The Opinion.

## Opinion Mailbox

To the Editor:

I usually find John Cody's additions to the Federalist Papers amusing and I do support free speech, but I feel he went too far with the cartoon showing a woman with exposed breasts in the last Federalist Papers. There was no legitimate purpose at all for the cartoon. I feel that the Federalist Papers is an important alternative voice for those not in the liberal majority at this law school to express ideas that would not be discussed any other way. The Federalist Papers thus should not be used as a tool to see how far Mr. Cody can push free speech or to see whether he can shock people. I am embarrassed to be even remotely associated with what Mr. Cody did in the last edition of the Federalist Papers.

Mr. Cody will probably not believe this after this letter, but I wrote my articles for the last Federalist Papers because I thought two students were taking certain issues in the wrong way. Mr. Cody will probably accuse me of doing the same thing concerning the cartoon, but if he desires that the Federalist Papers be taken seriously, he must show respect for people's feelings and common standards of decency. He had to know that this cartoon would offend many, if not most, students in this law school. The Federalist Papers should have as its primary mission to encourage the free flow of ideas, not pushing the limits of free speech. By putting the cartoon in the Federalist Papers for the only apparent reason of pushing the bounds of free speech, Mr. Cody made the Federalist Papers seem like no more than a fringe newspaper.

By being editor of a newspaper of a society where they claim they are dogmatic about tolerance, I assumed that Mr. Cody would not go out of his way to allow something in the newspaper that would be offensive to many in this school. I am not saying that he should be punished for what he did; however, I believe he missed the entire point of what the Federalist Papers mission should be about. Thus, while I am not asking Mr. Cody to quit as editor of the Federalist Papers, I do believe that he deserves a large degree of criticism for his editorial judgment. Finally, I want Mr. Cody to know that, as long as he remains editor, I do not intend to submit any more articles to the Federalist Papers because we obviously do not agree on what the goals for the Federalist Papers should be.

Sincerely,

## COMMENTARY:

### **RADICAL LIBERALISM "BAD FOR AMERICA"**

Although UB Law School's reputation for radical liberalism is old news to UB Law students, I recently met some outside observers whose opinions of UB Law made me stop and think about the deservedness of UB's reputation. Is UB Law truly "radical?" And if so, is this brand of radicalism good or bad?

Like most UB Law students, I was apprised of UB's predilection for leftist politics before applying to law school. The "leftist politics" I was warned about was not simply an alignment with the traditional liberalism of Hubert Humphrey and Jacob Javits. Rather, UB was identified as "Berkeley of the East", embracing radical political thought. Accordingly, UB is viewed either as an incubator for innovative solutions to the world's philosophical crises or a breeding ground for subversion of the traditional American ethos. I was excited about this for I knew my own political convictions and views of humanity's responsibilities to society would be tested as never before. After one semester at UB Law, I have found the school's reputation to be deserved at the official level, with some exceptions. Most political expressions by the faculty and administration seem to reflect a philosophy that is leftist and out of touch with grass roots America. Conversely, the student body belies the school's liberal reputation and is instead more diverse and realistic in its outlook on society. I further believe that the radical liberalism at UB Law is an inherently bad philosophy although exposure to its flaws can yield positive effects.

The observations that follow delineate the reasons for my unfavorable assessment of radical liberalism and are necessarily critical of some professors. I intend no disrespect for my academic mentors. On personal and professional levels, I have found my professors to be amicable and highly competent. My criticism is not so much a show of disfavor for any particular professors as it is a disagreement with the radical liberalism that many professors propagate.

It is not only the professors' insertions of liberal political viewpoints during classroom discussions that has confirmed for me the school's standing as a bastion of liberalism, but more significantly, it is the method employed by these professors to deliver their views which yields the confirmation. This method actually makes some caricatures of liberals seem mild in comparison. It demonstrates a fundamental characteristic of radical liberalism: the policing of expression to ensure "political correctness", according to radically liberal standards. Although I had read about manifestations of political correctness by radical liberals on university campuses before entering law school, I did not expect it to be as readily apparent as it is at UB Law, at least on the official level.

A primary example of such political correctness is the way some professors choose to vent their distaste for political conservatism. Rather than introducing a topic on the position of a certain political leader for discussion on its merits, some professors will simply mock the issues or persons they deem politically incorrect by some derisive, scornful reference to the same. This "hit and run" method of discounting opposing viewpoints reveal the professor's arrogant conclusion that only an intellectual Neanderthal would support the position or person that the teacher has deemed politically unacceptable.

My personal choice for last semester's humdinger of all stereotypical, politically correct statements has to be when on discussion of the trial of President Reagan's would be assassin John Hinckley was begun by the professor, in a failed attempt at black humor, stating his regret that Mr. Hinckley was such a "poor shot." Not surprisingly, the professor uncourageously foreclosed any chance for certain student indignation by declining to discuss his inflammatory remark lest any "Republican passions" be aroused.

As far as I am concerned professors have an inviolable right to make blatantly irresponsible remarks or derisive comments about politicians to whom they may be unendured. Political correctness rears its ugly face when intolerance is exhibited toward those who criticize the gods of the left or dare to question the sanctity of favorably liberal causes such as affirmative action or multiculturalism. Can one even imagine the cacophony of protest that would ensue if a student

... *Racical Liberalism*, Continued on page 6

**Deadline for next Issue:  
 Friday, January 29 1993  
 Leave submissions in  
 Box 223 or Box 611**



# Trials

By Natalie A. Lesh

Features Editor

## Features Article

I thought that I would write about something a little different than usual for my last features article: a law school issue. Two issues, actually, if they give me enough space.

First, the Corporations situation. Apparently, the Law School Administration is punishing those third-year law students who chose not to take Corporations with Professor Schlegal and who didn't get a low enough lottery pick to take it with anyone else.

A number of third-years have approached various members of the Administration with the suggestion that another section of Corporations be opened up this semester, given the extensive waiting list for Professor Pitegoff's version of the course, as well as the importance of the subject for Bar Exam purposes. As most people know by now, the idea was rejected. One woman was told that there were plenty of empty seats in Professor Schlegal's class and that it was her own fault for not taking the class when it was taught by him. She was advised to purchase a book on Corporations and to teach it to herself. But that is exactly what she was trying to avoid by not taking Professor Schlegal's class.

The unwillingness of the Administration seems even more ridiculous given the fact that Corporations is now being taught to one of the first-year sections. It is obvious that one cure for the problem of too many third-years needing a certain core course during their final semester is to offer that course to them before then, like when they are first-years. While this effort to address the problem is admirable, it is unnecessary and unfortunate that the present third-year students are being sacrificed to a solution whose benefits will not be reaped for two more years.

Further, Professor Pitegoff's method of

selecting his class this semester deserves comment. In order to obtain a place on his waiting list, each student had to write him a letter, explaining why he or she wanted to take Corporations. Personally, I opted for the truth and said that I wanted to take the course in order to prepare for the Bar Exam. Even though I was third on the list, I was not among the handful of students chosen to be in the class. Alas, I probably should have professed a deep and intense love for the subject. (Just so you know that this is not sour grapes, I didn't really try to force into the class after that, and I don't really mind that I'm not in it. I have put my faith in Bar/Bri.)

A few things seem clear: 1. Students are not beating down the door to take Corporations with Professor Schlegal; 2. In the past two years, Corporations has only been offered twice by instructors other than Professor Schlegal; 3. Corporations is a key course to prepare students for the Bar; and, 4. Too many Buffalo third-year law students will be taking the Bar Exam without any prior exposure to Corporations, except that obtained during their bar review course.

I always thought that schools and universities were created for the purpose of serving and educating its students. It is disgusting that an administration would ignore the realities of a situation like the present one, and deny its students an important part of their education. Many students, myself included, came to Buffalo Law because it was not necessarily a "bar school." But the opportunity for a more liberal education should not mean the denial of the opportunity to take core bar courses. After all, I would guess that the majority of people who go to law school will take the Bar Exam, and that everyone who is planning to take the Bar Exam would like to think that they will be

passing it. At Buffalo Law, we are not so assured.

The Law School will be the ultimate loser. For those about to enter law school, the option of a "critical legal studies" education will be less attractive than the guarantee that they will eventually pass the Bar Exam. A law school's bar-passing rate will become more and more important as greater numbers of people head for law school and a legal career.

Additionally, there is the financial aspect of maintaining happy students. If people graduate from law school and feel that they have received a quality legal education, they will demonstrate their appreciativeness by giving back to that school—by making monetary donations. On the other hand, if they are not satisfied with their education, the contributions will indeed be slim.

The next issue: the new grading system. (I'm sorry for beating a dead horse, but I just cannot bypass this opportunity to add my two cents worth. I promise that I will be brief.) The new system should not apply to any enrolled law students. It should begin with next year's entering class. Period.

As those of you who have made it to this point in the article may have noticed, at the beginning I said that this is my last features article. It is. My reasons for resigning from The Opinion are personal, and I therefore will not go into them now (or at any other time, for that matter). But I would like to thank everyone who has commented, criticized and read my articles last semester. I know that my "stream of consciousness" style may sometimes have been inappropriate for this forum, not to mention difficult to read and understand. So, again, thanks for reading. Bye.

## SBA BRIEFS

SBA Grade Protest and Welcome Back Party

The first SBA party of the semester will take place this Thursday, January 21, 1993 at Mulligan's niteclub on Hertal Avenue. It will begin at 8:00 p.m. and run until 11:00 p.m. Admission is \$3.50 and this covers dancing, food and beer. Make the grade this semester with the right connections.

### Student Bar Association Meeting

A meeting of the Board of Directors has been scheduled for Wednesday, January 20, 1993 from 7:00 p.m. to 10:30 p.m. These meetings are open to all students. Check the bulletin board outside room 101 for the loca-

### Student Activities Calender

Now located in the SBA office are monthly calenders on which all events and happenings in the law school are listed. We have implemented this process with the hopes that we will be better able to coordinate the activities of student organizations, thus eliminating conflicts and promoting the better use of our limited resources. If you have any questions or concerns or would like to have your event listed on the calender just drop by the office.

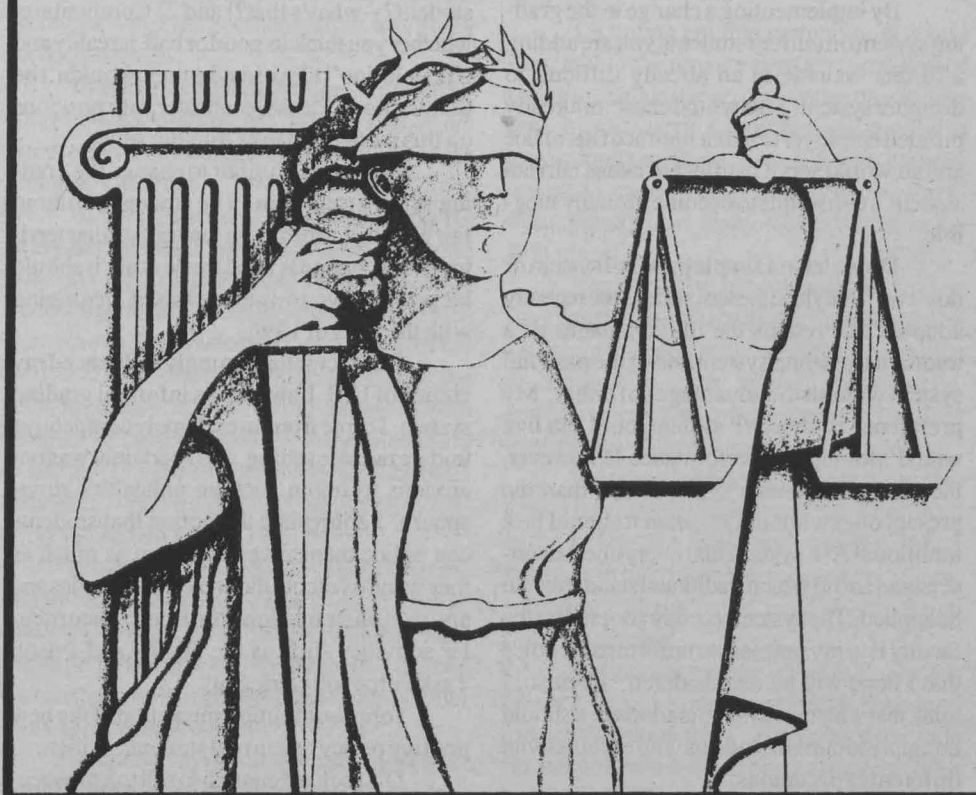
### Student Groups

Please be advised that located in the SBA office, Room 101 O'Brian Hall, are binders for each of the student organizations. We would like all the organizations to submit any events or happenings they have planned including copies of flyers or other promotional materials for inclusion in the binders.

We are implementing this process in the interest of creating a history of the activities of the student organizations, for the benefit of future members of the organizations and the law school. If you have any questions or concerns stop in at the office.

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In the August 19, 1992 edition of *The Opinion*, newly appointed Dean Boyer wrote the following: "It is a great pleasure to welcome you to the Buffalo School of Law. All of us on the faculty vividly remember our own first days in law study, and the hopes and fears that we brought with us to law school. While the reality was very different from what we had expected on our first day, law school was a powerful experience for us--exciting, frustrating at times, and always demanding. It opened our minds to new ways of understanding our society and it defined new roles for us to play in the world. We hope that each of you will find comparable challenge and reward in your legal education at Buffalo." Dean Boyer continued with, "... *The Buffalo School of Law is changing also, to prepare its students to excel in this emerging legal environment. .... As members of the Law School community, you are invited to participate in the preparation of that plan, and to set the course for generations of law students that will follow you.*" (*The Opinion*, Volume 33, No. 1 August 19, 1992, "Dean Boyer's Message to 1L's") [emphasis added]

I have a few thoughts.

Over the past semester, I have attempted to foster an atmosphere of cooperation, respect and trust between the Student Bar Association and you (the Faculty and Administration). This approach has taken a great deal of my time and energy yet it was necessary to create the kind of cooperation and interplay Dean Boyer wrote of above. For my part, I was willing to and indeed did have to make some controversial decisions (re: the mailroom) believing that these decisions were the best possible ones in order to accommodate the needs of the students and assist you (the faculty and administration) in solving some grave short-term problems.

## A Letter To Our Faculty

During this process, I felt that this cooperative spirit would permeate the old walls surrounding you (the faculty) allowing for new inroads of discussion outside of the classroom on issues that concern us all, namely the direction of the law school and the solving of some of the more severe problems. While this approach has produced some cooperation, it apparently has fallen on your deaf ears and closed minds on perhaps the most important issue of all, grades.

For nearly twenty-four years students and faculty alike have been grappling with our grading system. The paper trail of this issue was collected and condensed into a reading packet with pink covers suitable for sale in our bookstore by one of our prominent faculty members.

Previously, you refused to reasonably consider and address the concerns of the students on the issue of grades, rather, you simply referred the matter for further study. This issue was studied for a number of years. Finally, you decided to seriously consider the issue of our grading system during your last faculty meeting of the fall semester when students were in the midst of examinations. At this meeting, the unthinkable happened. You decided to not only change our grading system, but to implement the changes immediately without a blink of an eye.

Although every grading system proposal before you at that meeting had a section on the time period needed to phase in a particular system, the one eventually adopted did not. We students now find ourselves in the unenviable position of having to plead the

reasonableness of adopting a transition period from one grading system to the next. This we must do despite the positive community-oriented rhetoric contained in the Dean's opening remarks.

I have attempted to discuss this issue with some of you only to be treated as if I were asking you to cut off your only arm. I can not believe that we students have to put so much effort into proving something which is self-apparent to the rest of the world, namely that change must be accompanied by an orderly process. [The most striking example of this is the orderly change going on in Washington D.C. this week]

How can you faculty members be so oblivious to the real-world results of your decisions, and given an opportunity to rethink and modify your choice for the benefit of all, remain so steadfast?

The larger implication of this recent decision is a disturbing one for me. The message which you have sent is essentially, "All that discussion of cooperation, support, listening to and addressing each other's concerns, in short that dialogue we said we were creating was just conversation. ... Don't worry about it."

How can I or any other student honestly feel that we can bring our concerns before you and have them listened to? How can I or any other student trust that our interaction with a faculty member will not end up in our own self-sacrifice? How can I or any other student leave this law school, our alma mater which you will be asking us to donate to as soon as next year,

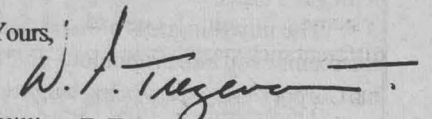
with a familial memory or sense of connection when you the faculty are striking at our most sensitive issue at the very point in time when it is most important to us because of its impact on our ability to eat?

President Bill Clinton said on the campaign trail that insanity was doing the same thing over and over again and expecting a different result. If you as a faculty member believe that this is just another one of those decisions that students will be upset about for a little while and then forget about, I suggest you read the unedited comments of the students themselves for a "reality check". I might also suggest that you ask Alan Carrel what the average percentage of Alumni gift giving is for our law school and what the national average is.

I write all of this as I remain hopeful that the faculty's position on this issue is the result of not a conscious decision but rather a lack of communication between us all. And that by airing these concerns, we all may once again resume the course of constructive problem-solving, mutual support, and an increased common understanding.

As a parting note, I have always been taught and still believe that responsibility and power are not mutually exclusive. In fact, it has been my experience that not exercising the power one possesses is just as crucial as the opposite.

Yours,



William F. Trezevant  
President  
Student Bar Association

## FIRST YEARS

The system will make the grades on my transcript seem inconsistent. Even with an explanatory paragraph, you're assuming that employers will take the time to read it which is highly doubtful.

I give a qualified vote for the proposal. Although the new system is not the A B C D F system I would have liked, it is an improvement on the H Q \* Q D F system. I see no reason why it should not be implemented for first years beginning with their first term. However, it would be unfair to muck up people's transcripts with two different kinds of grading systems and hence vote with the second and third years against implementation for them.

I came here relying on and with knowledge of the "current grading system". I was satisfied with it and in reliance on it, I selected this school. We have all heard arguments for and against it, but to change systems in mid-stream, when some (maybe only a small majority, but a significant number) have in good faith relied on the system currently in practice is wrong. If systems must be changed, start fresh with an entering class that knows what they are getting. To betray me, and all the law students (some for and some against) is a breach by the law school and a betrayal of my trust and reliance that I have paid compensation for. We had a contract.

Although I personally would prefer a normal grading system, the fact is a considerable number of students chose U.B. for this policy (that I know of) and it seems inherently unfair to change the system if they made their choice of schools based even in part on that consideration.

One of the major reasons I came to U.B. was the H-Q system. Any change now will be unacceptable.

I don't think a transcript or GPA would be very informative if 1/2 of it is done via one grading policy and the rest via a different grading policy. If it were changed for incoming students, at least their whole school career will be calculated/demonstrated via a uniform and consistent grading policy. Thank You.

The new grades don't answer the prob-

lem created by the old system (what do they stand for?). The new system will thus create more cut-throat competition without helping U.B. Law students with explaining grading to potential employers. Either leave the system alone, or go to an A B C D F scale and do it right!

One of the primary reasons I chose to attend this law school was because of its grading system and thus its less competitive atmosphere.

I came to this law school with the understanding that the grading system would be based on the H-Q system. I don't want the rules changed in the middle of the game. I like the system as it is and think a new system will add confusion to interpreting my transcript.

By implementing a change in the grading system on current students you are adding a further wrinkle in an already difficult to decipher system. This would cause an already puzzled employer to usher me out of his office and so would serve in effect to cause current student's transcripts to become virtually illegible.

Do we have a simple pass/fail system or don't we? A hybrid system such as the recently adopted one retains the disadvantages of a traditional grading system and of the pass/fail system without the advantages of either. My preference is for a Q/F system, but I can live with H's for superior performance. If, however, the faculty chooses a system other than the present one (without Q\*), then it should be a traditional A-F system that everyone can understand and to which traditional standards can be applied. The system recently adopted by the faculty is in my opinion an unfortunate choice that I hope will be reconsidered. Even so, I think that whatever system is adopted, it should not apply to current students who enrolled with different expectations.

Where's the memo asking for support of implementing the grading system on current students? Anyone who knows the slightest amount concerning higher education knows that a non-competitive grading system only accomplishes one thing: breeding mediocrity. This is the reason why so many colleges/universities are abandoning the optional pass/

fail system used in some classes. The H-Q system will only hurt U.B. Law school and its students. I completely disagree with your stance opposing the change to A-F and opposing the implementation of the Q+/- system on current students. U.B. does not exist in a vacuum; just because we can live for three years in a non-competitive environment, doesn't mean this will continue in a marketplace where jobs are scarce. There will be an additional 233,000 lawyers in this country by the year 2000. Most, obviously, will not be from U.B. or an H-Q school. This will only be a liability for U.B. grads because 1) Employers will take the devil they know (a "C" student or "B" student) over the devil they don't ("Q" student? --what's that?) and 2) Competition, whether you think it's good or bad, is reality and if people don't like it maybe they shouldn't be in law school. Please reconsider your positions on this matter. Thanks for your time.

I believe it is unfair to change the grading system mid-term. The students, without fair warning, are thrown into unfamiliar territory. If a change is to be made at all, it should be prospective to future classes, beginning with the class of 1996.

One factor that strongly influenced my choice of U.B. Law was its informal grading system. I came from an extremely competitive undergraduate setting, and I certainly was not anxious to rejoin such an unhealthy atmosphere. I appreciate the notion that students can police themselves and learn as much as they want to without the pressures of grades and are given their freedom to join in extracurricular activities such as the DVTF and Prison Task Force and clerkships.

I oppose the implementation of the new grading policy on current students. Amen.

Q's are hard enough to sell to a prospective employer. + and -'s would drive us and them crazy. If we need to establish class ranks, etc., return to the traditional A B C D F system, otherwise leave it alone!

The "new system" should not apply at all, but if you've decided to do it anyway, don't impose it on me. If H-Q is good enough for Yale, it's good enough for U.B..

By accepting the law school's offer of enrollment, we relied upon the H-Q system for our grades. This proposed modification violates that interest. Furthermore, this is not the A-F system. Adding Q+ and Q- will not gain

### Help Wanted

Do you think you can write features more interesting than Natalie Lesh?

Do you think you can draw better than Bill Kennedy?

If you think you can write articles that people will want to read, then come join the Opinion.

'93 Inaugural meeting January 20, 1993

Time: 2:00 P.M. Room 724

*Haitian Refugees...continued from page one*  
by C.L.I.N.I.C. attorneys before the I.N.S. within the next year, but the process could conceivably take much longer.

As coordinator of the project here at SUNY, I would like to thank each of my colleagues: Rob Cisneros, Suzanne Cruse, Deborah Greitzer, Julia Hall, Joseph Hughes, Nancy Johnson, John Martin, Sharon Nosenchuck, Michael Radjavitch, Paul Roalsvig, Darryl Salas and Bob Sisson, for generously sacrificing a week of their winter break, for their hard work and for their dedication to helping the refugees get much needed legal representation. I would also like to thank Karen Spencer for her help in training the students. Everyone worked very hard, and I hope that everyone had a positive experience and found some time to enjoy the sun in Florida as well.

C.L.I.N.I.C. has expressed an interest in possibly continuing the project with law students over spring break, as well as repeating the Florida program next year over winter break (if the need exists). In addition, another project coordinated by Yale University law students is looking for law student volunteers to act as pen pals for Haitian Refugees being detained in Guantanamo without effective legal representation. If you are interested in being a pen pal, please contact me at Box #822.



# SECONDEYEARS

The most precise grading system possible has inherent inequities because of differences in professor's grading, differences in tests from year to year, the courses selected after the first year and etc. H and Q with a \* has it about right.

Future employers might read my transcript and assume previous "Q" grades were a step lower than a subsequent "Q+." I should not need to explain the change in the grading system to them. Adoption of the new policy for current students will create unnecessary confusion and trouble, not balanced by any possible benefits.

I prefer H-Q system. The new system is ludicrous. If you want more delineations, restore a traditional grading system. Let us avoid mickey mouse games. To me, the new system is a de facto traditional system, but without any benefits as for as a prospective employer is concerned.

The Opinion said the reason the grading system is being changed is because the students don't like the current system. The answer isn't to change the whole system; make the grades in the current system more effective and meaningful. Make professors more accountable for the grades they give (and when they give them).

Implementing the new grading system to current students is ridiculous. Any grading policy changes should affect incoming students. I have discussed this issue with some influential members of the legal community and they agree.

It is hard enough to explain the H-Q system as it is much less having to explain two different such systems to prospective employers.

The grading system is difficult enough to explain to perspective employers. Changing it in the middle of our law school tenure will make this even worse!

I am willing to help fight this change.

The current grading system is confusing enough. I started law school under the H-Q system and it is a chore to explain that system to people who need or want to know; now the administration is going to require a three page memo to explain the grading system! Maybe I'll just use that memo as a writing sample...

If it is going to change, make it A B C D F. Please don't change the system in the middle of my program. I have already had to explain my transcript to prospective employers --- will I have to explain two? What is the benefit of this change to me? I can only see this as a handicap or detriment to my employment prospects. Thank you.

I think H-Q would be better -- But these new changes should not be applied to anyone but incoming first years.

I decided to attend U.B. law partially based upon the grading system which allows for an atmosphere which is not "cut-throat". It would not be fair to force the new system on persons 1/2 way done.

It should be an easy administrative matter for A & R to indicate on our finals what class we're in. Not grandfathering current students leaves us with a strange, mixed transcript. Especially for many students having a hard time finding jobs, its a bad idea.

The new hybrid system makes no sense. I think the system should remain the same or change to a letter grading system. The proposed changes are going to be extremely difficult to explain to prospective employers. At any rate, I do not think changes should be instituted until the start of a new academic year, at the least.

It's simple:

1) It's confusing having Q\* and Q+, Q-, H- what have you on the same transcript.

2) If I get a Q+ next semester, it's going to make the Q's I got look bad and same applies to an H+ compared to my previously received H's.

3) The marketplace is very tight, competition is fierce for jobs and many employers receiving hundreds or even thousands of applications will simply not deal with figuring out this alphabet soup of grades nor will they take time to peruse some intricate "grad-

ing key". Many students won't even get interviews to have the chance to explain these eccentric grades... its tough enough already, I've been through it!

The system is confusing enough as it is --- it is too much to expect that employers are going to want to listen to even more about the unique Buffalo grading system.

This should apply only to new students. U.B. students face enough obstacles in obtaining any sort of gainful employment without adding the necessity to further explain an arbitrary grading system. If you must change the grading system, why not go to something understandable? A B C D F with class ranking?

Having a new grading system applying to current students would only make it more confusing for prospective employers.

The new system completely subverts the intent of a pass/fail honors system. The faculty has backed off a true letter grade (depriving us of the benefits of a readily understandable grading system) while also sneaking away from the benefits of the old system (sacrificing more recognition for near-H efforts in order to protect us from near-D fiascos). It SUCKS OUT LOUD and combined with Blum's lawsuit, the retirement of Lou DelCotto, and other factors (like funding) are endangering the reputation of the school.

The inconsistency on our academic records would look very unprofessional.

It would be acceptable if the law school would include a statement with our grading transcripts re: the change.

The grading system is already a confusing system for employers to deal with. It is grossly unfair to implement such a change on existing students because students (especially second and third years) will have to contend with not one, but two confusing grading systems on their transcripts. An employer may be disinclined from hiring U.B. law students because it may not be worth the effort to try and translate the U.B. grading systems/factor comparable to other law schools. (i.e. if a U.B. law grad and another grad from a comparable law school both compete for the same job, and both have similar writing skills, personality, backgrounds, suits etc., I find it hard to believe an employer would make the effort to attempt to compare the U.B. student's two grading systems to the other student's single system, especially if the other student presented an easy to understand A-f graded transcript)

Since I am a transfer student, my grades would be so confusing to an employer that it may be a detriment to finding employment.

What was the point in opening the voting to the student body? Obviously since the chosen grading system received only 7% of the students' vote, little consideration was given to their wishes.

It will make grade explanation during interviews a nightmare. It will also make employers confused and doubtful about the student's abilities.

If the faculty had voted to adopt the A-F system, it would have been phased in with the entering class of 1996 due to dissimilarity to the H-Q system. The new system is as dissimilar to the current system as the adoption of the A-F would have been. For that reason alone the new system should not be implemented with respect to current students, only to ensuing students. \*\*\*WE SHOULD NOT BE GRADED UNDER TWO DIFFERENT, VERY DIFFERENT GRADING SYSTEMS.\*\*\*

It is difficult enough to explain our grading system to employers much less to have to now say I might have had a Q+ in this class because I was at the top of the cutoff. Let us be consistent with something. This system should only apply prospectively!

A change in grading would be yet another thing to explain to prospective employers.

Do we need to confuse prospective employers even more?

It's inconsistent to apply the new system to students who have already received grade from the University.

Either and A-F or Pass/Fail, not mixed.

At least grandfather the grading and start the new grading with the first years this semester.

Your proposals are ridiculous.

YOU BLEW IT MAN.

Difficult to explain as is, and will be even more difficult to explain two different grading systems on a single transcript.

I would prefer a consistent grading system on my transcript.

The grading policy should be grandfathered in. Our transcripts (current second year students) already show Q\*. To have to further explain "pluses" and "minuses" to employers is bothersome.

In my opinion, the new grading system is even more confusing than the previous one. If the grading system is to be changed, make a real and practical change to 1-4 or A-f system. Otherwise, leave it alone! As to implementation of the new grading policy on current students, this would be an unfair and imprudent measure. Current students would be faced with the prospect of explaining not 1, but 2 ridiculous and confusing, not to mention arbitrary, grading systems to prospective employers and other graduate/professional schools. I realize it's asking a lot, but why not just this once can't we march to the beat of the same old drum??!!

It will be disruptive during an interview to try to explain why a transcript has both "stars" and "pluses" on it. The star system should stay in place for upperclassmen, while the plus/minus system should apply prospectively to future classes.

Why have Q+ or Q-? I think this is a stupid mistake. Why not return to a traditional grading system with A's, B's, etc.? Listen, one of the reasons I decided to come to U.B. Law school was the "non-competitive" nature of its grading system. Are you going to change this now? Why not wait for upcoming classes one or two years down the road? Thanks!!

I do not oppose the new grading system in general, but strongly oppose the implementation. It will add confusion to an already unusual grading system as well as making any Q's earned thus look like a far lower grade than they represented at the time they were given. If the new system is imposed, it should apply to incoming classes only.

I do not take issue with the merits of the proposed grading system, only the implementation. Particularly for second years, this is an undue burden. To have the system altered and imposed mid-way through our law school careers is unfair. Employers are confused enough already. "Don't change the rules in the middle of the game." Please don't apply the new grading system without a grandfathering provision.

Changing grading systems now would only add to the already present confusion of trying to explain our grading system to employers. Moreover, it would make our present grades look mediocre. Also, it defeats the non-competitiveness of our present system --- something which drew many students here in the first place.

I entered law school with the understanding that I would be graded on a straight H-Q scale, and in all fairness, I expect this policy to continue to apply to me. Additionally, confusion may arise when computing my first year grades with my second year grades.

I oppose any change in the grading system. The grading system was explained to all of us before we came and was possibly a criterion in our decision to come here. Those who don't like it could have chosen to go somewhere else.

Our grading system is already confusing to employers. A system which does not implement the traditional A-F system, but only adds further confusion to our current system, shall provide us with no added benefit in the competitive marketplace, and will certainly be remembered by all of us as potential unemployed alumni donors!!

One of the reasons I came to this University was because of the grading system. I feel that by changing the grading policy in mid-

stream, I was deceived by the law school catalogue's false advertising with respect to the grading system.

Overall, I think a change to an A-F system would not be completely unacceptable. The proposed change to an H-Q +/- further confuses an already nebulous grading system. In any event, any changes to the grading system should begin with next year's incoming class and should not apply to students already enrolled. Additionally, many current students, including myself, were attracted to U.B. for its grading system. A change to the system applicable to these students would be wholly unfair.

This new grading policy defeats the purpose of either H/Q or A-F. A B C D F is the preferable system of course. Also, if this system is imposed on the present student body, not only would we have to explain the ridiculous H/Q system, but it would also reflect poorly on grades received to date (i.e. there would be no +s appearing on record), GET REAL---

Changing the system now will make transcripts more confusing. Employers may misinterpret old grades (i.e. Q under old system would be viewed as a lower grade than a Q+, when there is actually no distinction.).

I feel that changing grading policies halfway through a law school career will make explaining our transcript to employers who are already unsure of our system that much more difficult. Along the same vein, how are we to explain the difference between a Q in first year, and a Q+ in second year. Finally, I came to this school because the pressure of such a grading system was not possible. The administration should give students a choice before they enroll about the grading policy, and not subject them to change afterwards.

I am strongly opposed to implementing the plus/minus system on the present student body. We should definitely be grandfathered. I am happy with the current system. Furthermore, if the system should be changed in the future, it should be an A-F system to make U.B. competitive with other schools. Again, I think it's very unfair to change the policy now, because it will be confusing to prospective employers and there is no justifiable reason for this. There's been concern about changing the grading system for years, but to push this new grading system through prior to exams, without providing students with notice to voice their concerns is unfair.

To preface, the new system is but a halfway measure which will accomplish nothing and act only as a meager band-aid to the infirmities of the old system. But if this is the change to be implemented, and arguably it may be beneficial, it simply must be applied prospectively. To do otherwise would be preposterous and run counter to precepts of basic fairness. 1) Application to the present student body will conspire to create further burdens on students seeking employment by transforming an already arcane system into something laughable. The burden of negative presumption and need for explanation to prospective employers is already heavy enough. 2) Immediate application would create unfounded and inequitable differences between students taking courses this year and those taking the exact same courses next year. Offering different grades for equal work is worse than the occasional appearance of the "\*" grade at the prerogative of the professors. (Imagine, "Well, sir/ma'am, that is a Q. But I must point out that it is a 1992 Q and not a 1993 Q..." 3) Finally, the immediate change is contrary to proper notice. Students came to the law school with certain expectations created by the institution. This bait and switch game is unfair to those who acted on such expectations. I very clearly understand the disclaimers made by the institution and that changes in academic policy are within its discretion, but as students of the law, we all know that there can be a difference between what is permissible and what is proper.



can actually tell the difference between Q-, Q, Q+ and then we should institute the new system!

Just see Bill Kennedy's Opinion cartoon.

I understand that the proposed grading system change is to a Q+/- basis. Not only will this be confusing for the current students who must explain the already unique system to employers, but it is a needless perpetuation of the myth that there is not an A-F equivalent. For the benefit of future students, please convert to a conventional grading system!

Definitely should not be applied to third years!!! That's totally ridiculous!!!

I like the current system.

Transcript with a mixed grading system will further confuse already confused employers!!!

Change to A-F or Pass/Fail

You should apply the new system consistently, ... to first years.

Unfair to have our transcripts be a hodgepodge. Best to start fresh with a new first year class.

This should not be changed in the middle of a school year.

It certainly should not apply to third year students who are about to graduate after five semesters on the previous grading system. Our transcripts already require enough explanation. Don't make it more complicated, Please!!!

I feel this would confuse employers.

It would be ludicrous to apply to current students!!!!!!

It would be an unfair to burden us with yet another grading system to explain. Please show the students some respect.

I object to changing the grading system. This will only confuse the transcripts even more ---- especially for third year students.

Our transcripts are confusing enough to employers as it is --- why add more worthless confusion!

Implementing the policy on the existing student body will only serve to more confuse the local employers!!

Not for the third years at least. One semester of six with these grades is stupid.

OPPOSED!!!

I feel that the new system should only be implemented next year, not mid-way through this year.

It would be ludicrous to have one semester of the new system!!

Please .... my life is complicated enough already ....

The new grading system should only apply to incoming first years. (i.e next year) The alternative is far too complex and confusing.

It hardly seems fair to change evaluation methods in the midst of one's academic career. I have no doubt that I'd be aided by the change; however, trying to explain our grading system is already an undue handicap in seeking employment outside the Buffalo area.

I agree --- to impose the new system upon current law students would only heighten current confusion re: grades/grading policy. I advocate a more meaningful grading system, one which adds credibility to this school.

If you are going to change the grading system, please change it to A B C D F. The problem with the current system is that it is cryptic. The proposed change is just as cryptic as the present system, maybe even more so. Furthermore, changing the system for current students will make our transcripts very confusing --- any pre-change Q's will seem lower than post-change Q+s.

The only reason I came to this law school above other law schools was to get away from the competitiveness and cut-throat mentality so prevalent in my undergraduate university and schools using the standard grading procedure. Students should be warned of the grading policy before they decide to apply. Students who have already matriculated have done so with the understanding of having the H/Q system. To alter the forms of the agreement now could be considered a breach of contract. Simply changing schools at this point may not

## THIRD YEARS

be an available option for many students.

Applying a new grading system onto present students would result in unrealistic and unfair appraisal of a student's performance based on five semester's worth of work. As a third year, I do not want a GPA calculated on only one semester's work! That would diminish the value of my previous five semesters! We need to go to a standard system, but not at the penalty of the present student body.

I'd really like to graduate with a uniformly graded transcript. I am not opposed to the new system. I am opposed to the timing of its implementation. It should begin at earliest Fall 1993.

If the new system is implemented now, prospective employers may wonder why we couldn't receive pluses during the past two years. I feel this inconsistency would be unfair at this point in our education, with only one semester left.

I object to this because of the inconsistency that will appear on our class transcripts!!! Employers don't understand our grading system as it is.

The current grading system is so confusing to employers, it takes me 15 minutes of an interview to clarify. If a new system is implemented mid-year, the confusion would be heightened. Why not just implement it at the start of a new year?

If the grading policy is to be changed, which I do not support, it should be changed with respect to prospective classes. Students who are already enrolled have a contractual expectation that the grading system presently used should be maintained throughout their stay in this school.

If the school is going to change the grading system, the school should change it to something comprehensible, like A-F.

I think it is completely unfair that this new grading system will take effect with third year students in the Spring of 1993. I do not see why, at the very least, the school cannot wait until the current third years have graduated. In all fairness, the new grading system really should not go into effect until the class of 1996 begins their first year.

Implementing a plus and minus system in the last semester will only add to the confusion employers have with our grading system. Students should not need to explain why they only received a Q+ or Q- etc. the last semester.

The new system should only apply to current second and first year classes and all incoming students. There should be a grandfather clause for third years. I say this for two reasons: 1) Continuity and 2) Computation of "Honors" diploma status.

I do not oppose the implementation immediately. If the faculty wants to change it now, let them. I do not think that the change will be detrimental in any way.

A new grading system imposed on the current student body would only distort our already confusing grading system.

I am in favor of a change to our grading system, but in order for that change to have benefitted me it would have to have been implemented earlier. At this late stage in my academic career it is totally ridiculous to change the system under which my work is graded. As the present system already stands as somewhat of a mystery to most prospective employers, I can hardly wait to see the state of confusion a mid-year change in the last semester appearing on my transcript would cause. PLEASE SAY IT AIN'T SO.....

The proposed plan is not only unfair, unjust, and unsubstantiated by any compelling reason, it is also ill-considered. Please give careful thought (or at least some thought) to the effects on current students of such a plan.

As a third year student, I don't want to have to explain why my transcript shows "+" and "-" grades in one last semester only.

What good could come of further confusing potential employers with a combination of grades? I think the A-F scale would be good for those coming in, but not for current students.

If one of the purposes of the new system

is to make transcripts more intelligible to future employers, implementing the system next semester would result in less intelligible transcripts for current students because two standards would have to be applied to interpreting them. The new grading policy should apply only to incoming classes.

Employers are already so confused by the unusual grading system, it seems that having two such systems on one transcript will put a strike against any U.B. grad competing against grads from schools which had transcripts which were easier to decipher.

For those of us who are not from the Western New York area, the grading system of this school is hard enough already to explain. With the new system, my transcript will have more anomalous symbols to decipher. I truly believe that the grading system should be changed, however, those students who started under the "old system" should be grandfathered.

I believe if the new system is implemented it would develop a sense of competition. This concept was one of the reasons I chose not to attend another institution. It appears to be one of this institution's boastful attributes. When you say "no" class rankings and "no" competitiveness you should be able to corroborate these statements by not implementing a grading policy contrary to SUNY at Buffalo School of Law's axioms.

The fewer semesters under the new grading policy the better.

I vehemently oppose the implementation of a plan which will only serve to screw up my transcript in my final semester. That may be ungracious, but it's true. Please reconsider - at least give third years the option of foregoing the shift in the final semester. Why not? As it pertains to third years, the immediate implementation is ridiculous and indefensible. It needlessly and negatively impacts on the market value of the education which we have received..... I am very upset.

First, I am shocked that the faculty would make such a monumental decision before engaging the student body in a thorough discussion of the matter. Procedurally, the enactment of this decision is flawed. Second, changing student grades in the middle of the year will send disturbing signals to prospective employers (i.e. what's wrong with this school, is it in a state of turmoil that it has to change in the middle of a year?). Additionally, the proposed system is close to the anti-thesis of the current system (+ 's and - 's are equivalent to 3 points on a 100 point grading system, so this is almost like receiving number grades). Yet, the proposed system looks much like the current system, so future employers are likely to be quite confused over how to interpret a U.B. transcript (e.g. why didn't you get + 's or - 's prior to the Spring of 1993). Thus: 1) If we switch, it should be a clear switch, reflecting a different philosophy in grading. It should not be a haphazard switch. 2) If we switch, it should not be in the middle of a school year which would raise credibility questions about U.B.. 3) The best answer would be to have a grandfather clause, thus maintaining consistency on the transcript.

It is truly absurd to impose this new grading system on graduating third years -- to have two and one half years of one grading system and then one semester of a new grading system is beyond stupidity. Is this an attempt to make your graduating students even less marketable than we currently are?! It's hard enough explaining this current grading system to prospective employers... now you want to force us to explain two grading systems; this is totally unfair. It seems that once again the faculty is completely unresponsive to its student's needs. It also seems that higher education is the only "merchant" who doesn't care to give their "consumers" / "students" what they want. If you are going to change the grading system, have the guts to change it to an A-F system. This Q+, Q- stuff is a truly lame attempt at change and it will cause more harm and confusion than currently exists.

Tough times call for tough measures. Change the system to A-F and give your students a fighting chance in this dismal job market! The 1960's are over and it is hard to be altruistic when you probably won't have a job when you graduate (even though you have a ton of A's) and you won't be able to afford the basics, let alone the tens of thousands of dollars most of us have racked up in student loans. It's time for the faculty in this school to address their student's needs --- something I have yet to see them do in any of my two and one half years in this institution.!!!

My fellow third year classmates and myself have been graded under the existing H Q D F system for the past five (5) terms. Employers looking at the transcripts of current third year students often express confusion and frustration when attempting to interpret the current grading system and the meaning of an unadulterated H Q D or F. In light of the current confusion and frustration surrounding the existing system, I can only anticipate more bewilderment from employers when they look at a third year transcript based on two types of grading systems and are told that pluses (+) and minuses (-) count for the last term, but not the student's previous five (5) terms of grades. The third year class has worked hard, in most cases, for the grades we have. Imposing the new system on the third year class would further belittle the respect given to the existing grading system by outsiders and add undue confusion and frustration to the already vague grading system. In short, I vote not to impose the new grading system on the third years during the spring term. Thank You.

I feel that it is only fair to continue the current grading system for the current students, and apply the new system to the class of 1996 and future classes. My transcript is sufficiently confusing. The H-Q system is very foreign to employers outside the Buffalo area. The addition of \* to this system adds enough confusion for most employers to give up in trying to understand. The addition of + and - to this scale would only entail more explanation. The current transcript form explains the current system and the previous system. Presumably, the new transcript form would provide three explanations. Instead of focusing on the academic achievement of the student, employers that are unfamiliar with the system will spend an inordinate period of time simply trying to figure it out. In this time of increased competition for employment, why give employers an additional excuse or reason to throw an application in the rejection pile? In addition, it is highly inequitable to have one semester's grades differ from the other five semesters. There have been several courses that I have taken where the professor indicated that my work exceeded "Q", but did not meet "H". These professors (properly) refused to use the "\*" for a "Q". If a +/- system is implemented now, it should be implemented retroactively and prospectively. Obviously, the best alternative is to allow current classes, particularly the class of 1993, to continue with the old system.

### CALL FOR STUDENT PAPERS for THE BUFFALO ENVIRONMENTAL LAW JOURNAL

The Buffalo Environmental Law Journal is seeking student articles for its Spring volume. All UB students are invited to submit papers prepared for seminars, independent studies, etc. Any written piece that has not been published previously is eligible for consideration.

The Journal focuses on issues of particular concern to the Great Lakes Region, however, we encourage students to submit papers on general environmental problems as well.

Please provide three (3) copies of each article submitted for consideration. Leave papers and any questions in BOX 29 by Tuesday, January 19, 1993.



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## Big Three Offer Free Bar Review Lectures "Live"

The three major bar review sponsors, Bar/Bri, Marino, and Pieper have agreed to provide substantive bar review lectures similar to the ones used in the regular full-length course, with the bonus that the majority of this program will feature live lectures, not tapes. These program will be from four to six hours and will occur on six Saturdays during the first half of the spring semester. The schedule is as follows:

SUBJECT	DATE	SPONSOR
Corporations	January 30, 1993	Bar/Bri
Torts	February 6, 1993	Bar/Bri
Sales	February 13, 1993	Pieper
Domestic Relations	February 20, 1993	Marino
Contracts	February 27, 1993	Pieper
Real Property	March 6, 1993	Marino

## CALL FOR PAPERS

The Buffalo Journal of Public Interest Law is now accepting submissions for its inaugural, Spring 1993, publication. Formerly In The Public Interest, the journal is pleased to announce that it is now printed in association with the Buffalo Public Interest Law Program.

The journal welcomes scholarly articles, commentary, and reviews examining law as an instrument of public policy from faculty, students, and practitioners in all fields of study.

The inaugural edition will also feature a symposium, "Public policy, politics and the public interest in the 1990s." This forum will feature a wide array of opinions regarding specific prescriptions for public policy and legal change which the next administration faces, based on the state of the nation as it looks ahead to the realities of this decade.

The journal invites you to submit an essay of 2000-4000 words discussing a limited area of public policy or public interest law with which the next administration must come to terms, including some possible avenues of reform. The area you choose should reflect its importance in terms of social and economic conditions as they exist, or can be expected in the near future, as opposed to problems manufactured through purely political exigencies.

Essays accepted for publication will be printed together in a forum designed to highlight areas of public interest and concern, and to showcase the efforts of a broad cross-section of writers addressing the pressing problems of the 1990s.

Submissions should be directed to:

The Buffalo Journal of Public Interest Law  
University at Buffalo School of Law  
118 O'Brian Hall

## Pieper Scholarships for Graduating Seniors

In keeping with his past generosity, Mr. Pieper has donated five \$650.00 scholarships to be awarded as tuition discounts for students interested in taking the summer 1993 Pieper New York Multistate Bar Review Course. These scholarships include the \$200.00 early bird discount.

To be considered for one of these partial scholarships, please submit a letter of application and a copy of your current financial aid transcript to the UB Law Scholarship Committee, Room 312, O'Brian Hall, by no later than Friday, January 29, 1993. Awardees will be notified by mail no later than February 12, 1993.

## .... Radical Liberalism continued from page 2

unendured. Political correctness rears its ugly face when intolerance is exhibited toward those who criticize the gods of the left or dare to question the sanctity of favority liberal causes such as affirmative action or multiculturalism. Can one even imagine the cacophony of protest that would ensue if a student or faculty member "jokingly" expressed glee over the marksmanship of James Earl Ray in his effort to murder Martin Luther King, Jr.? Similarly, can one expect sincere attempts at discussions of racial and ethnic policies challenging liberal conclusions to be met by anything but hysterical accusations of "racism" and outright dismissal? The point is that the domination of political correctness at the official level of UB Law School is really a demonstration, not of an effort to truly engage responsible discussion and exchange ideas about the issues of the day, but to promote a perspective of society deemed appropriate by the self-proclaimed intelligentsia, i.e. radical liberals.

Despite my assessment of radicalism at UB Law, I have no regrets about joining the UB Law community. To the contrary, I have thus far found the experience immensely rewarding. The assault of radical liberalism has strengthened my own political character and the probity of my political and spiritual convictions has been challenged daily by the law school experience. The results have been most satisfying. On some days, I have exulted in the previously untested strength and depth of my beliefs when assailed by the blitzkrieg of liberal dogma from the University at Buffalo community. At other times, I have had to re-examine or change other positions after considering the opposing view. However, despite my good faith effort, I do not think any re-

examination of the issues will produce any conclusion other than one which finds radical liberalism incompatible with what is good for America.

Radical liberalism is a branch of liberalism that sustains itself by exposing supposed injustices in society. This philosophy objects to traditional approaches to morality, seeks drastic redress for perceived wrongs against ethnic groups and disavows individual responsibility and self-reliance in favor of social engineering. Liberals of this stripe take a position on a given issue because it fits into their personal political agenda and then unrelentingly demand societal compliance to their exhortations. These demands are made regardless of evidence dispositive of their claims (their minds are already made up, why confuse them with the truth?). Although these malcontents are guilty of cloaking an aberrant and bias-driven viewpoint with a pretense of intellectual integrity, their practice of truancy from civic duty is their most repugnant legacy. While demanding that all of the privileges our country offers be conferred upon them as inalienable rights, even though these "rights" have no Constitutional foundation, they contribute nothing to our society but hatred and condemnation for our national heritage. This ill-advised crowd is dangerous because they receive an inordinate share of attention from the media and in some cases control important media outlets. Consequently, their views are often falsely presented as popular opinion. This element of radicalism at UB Law School should be exposed as subversive and wholly antithetical to America's essential virtues. Instead of promoting patriotism and its corresponding ideal of service to God and country, this radicalism demands ever more entitlements and stresses class consciousness. Unlike the liberal dogmatists, conservatives are

motivated to political action by the greatness and benevolence of our nation's heritage. This heritage has produced the world's highest standard of living and the most successful democracy ever, thereby placing on obligation of civic duty upon each of its benefactors.

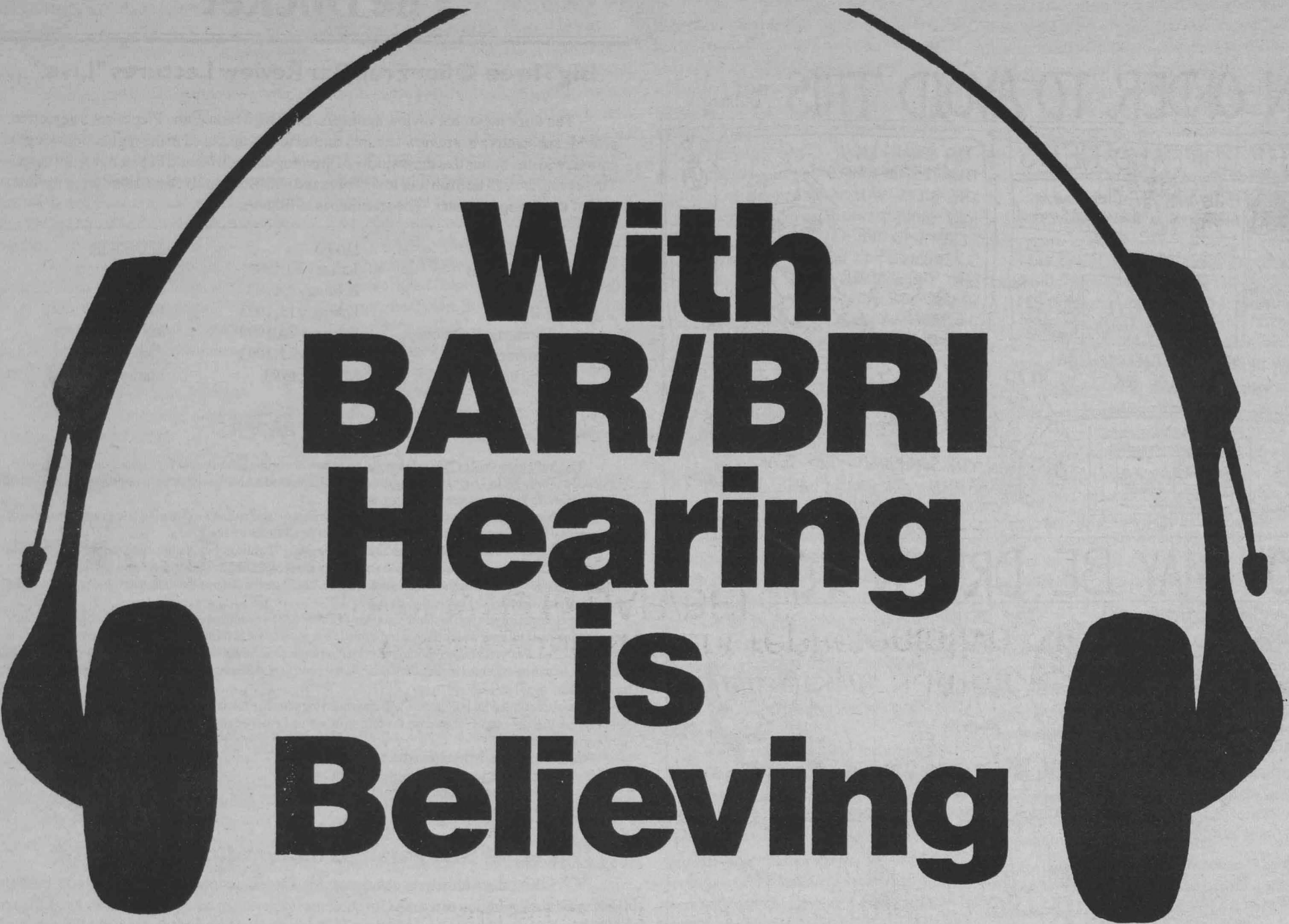
Our heritage attracted my grandparents, whose courageous efforts to reach America from czarist Russia resulted in escape from a meager existence in the Ukraine. My mother's father arrived in New York City at age 16 from Russia totally alone, having missed an expected rendezvous with an uncle. My father's dad arrived at age 26, illiterate in english but willing to work and attend night school to accelerate his productivity in his new country. Both of these men asked for nothing but a chance to labor, to prove themselves and to provide for their families. My grandmothers spent endless hours as partners in this effort tending gardens, baking, nursing, mending and helping to raise their children to be loyal and faithful to this country. They sought not "multiculturalism" but union with their adopted country.

Radical liberals now mock these honorable ideals. Instead, they teach not E Pluribus Unum (out of many, we have become one) but ethnocentrism. Although multiculturalism can be a positive force, ethnocentrism is a pernicious version which damns the American ethos our progenitors so eagerly embraced. Instead of unity, this ethnocentrism begets alienation of ethnic groups from mainstream America. It is a cruel alienation accomplished under the guise of radical liberalism's politically correct historical perspective. The net effect of the radical liberal orthodoxy is a fragmented society, color-obsessed rather than color-blind, fostering division, resentment and dependency rather than championing individual achievement and an integrated population.

Although it would be anathema to the radicals, one could spend a lifetime enumerating the benefits of life in these United States. It is sufficient to say that none of us can ever repay what has been so benevolently bestowed upon us. Whether it is a planeload of Cubans seeking asylum, boatloads of Haitians crossing treacherous waters to reach Florida or waves of Mexicans flooding our southern borders, the evidence is clear: for most of the rest of the world, America is still the Promised Land. This does not mean that America is either free of serious crises or remotely close to Utopia. But more important than bemoaning our problems is the need to unite as never before and to give back part of ourselves to make this a better country. Whatever your "career path" you can contribute your share by rejecting the philosophy which seeks a government remedy for every inconvenience of life and instead strive to exemplify self-reliance in your endeavors. Love your country and stand by her when she is assailed. Uphold the virtues of our nation's heritage and seek to strengthen her weaknesses. Our nation became great not because her people were granted entitlements at the onset of every want or because ethnicity was favored over Americanism but because, with occasional failures notwithstanding, we have strived to guarantee opportunity to all those who sought it. Additionally, Americans have always acknowledged our need to be one nation under God.

Radical liberalism is here and it is wrong, at least when tested against the founding principles of our country. I have no doubt that the time-tested ideals for our nation will outlast this unhappy philosophy. Its ultimate end will be relegation to perdition's hall of fame alongside communism and other short-lived but equally destructive ideological mistakes.





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